

# A New SOW for KS3

Building on the primary MFL experience

Lara Townsend

Learning and Teaching Adviser - Primary Languages

Suffolk

(On secondment from: The Harwich School, a Language College)

# Who said this.....?!

Parfois je suis tellement plongée dans mes rêves, que je pense aux verbes irréguliers français...

Manchmal bin ich auch so in Träume versunken, dass ich an französische unregelmäßige Verben denke....

?



# Objectives:

- Our starting point
- Year 7 and Year 8 units and examples of activities
- The transition project
- Evaluating and moving on .....





# Starting point

- Pupil progress in primary schools (although not consistent across schools) – need to move them on, but allow others to catch up....
- Primary language and secondary language issue - just under half do not continue with their primary language in Year 7 (pick up second language in Year 8, but reduced hours)
- Major overhaul needed
  - wanted to build on good practice in primary MFL
  - greater emphasis on cross curricular approach
  - less emphasis on the textbook led approach
  - but maintain current good practice (SWOT)
  - greater emphasis on outcomes that are not just formal assessment (still important though!)
  - No more 'We've done this before.....'

# Term One


## French and German Speaking Countries

- Names of French and German speaking countries
- Capitals
- Languages spoken – and how well
- Location – continents/seas/oceans/grid references
- Recognition and description of flags
- Description of environment - including weather/extreme weather
- Time/time zones and populations (approx)
- Food – specialities/locally produced food/imports and exports
- Food – own likes and dislikes
- Country you would like to visit and why


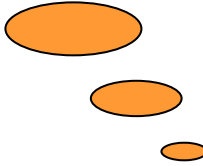


# Range of Activities

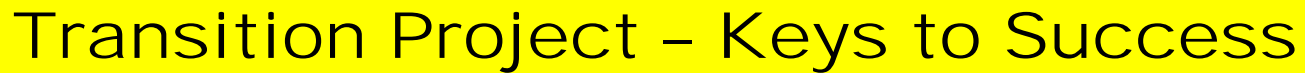

- Human sentences
- Running dictation
- Writing songs/raps (verbs)
- Concentric circles
- Finding your double
- Hidden flags
- Snap games
- Boardworks/IWB
- Information gap
- Filming own weather forecast
- Making time zone clocks for the classroom/corridor
- Recipes from around the world – link in with food technology
- Internet cooking safari
- Poems
- Battleships for grid references
- Presentation in English/French/German about a traditional/regional recipe
- Trip to local supermarket!
- Dice work with pronouns
- Carousel
- Research opportunities
- Group work\*
- Using authentic newspaper headlines
- **COMPLETION OF TRANSITION PROJECT**
- **Geography department link – Atlas Project**



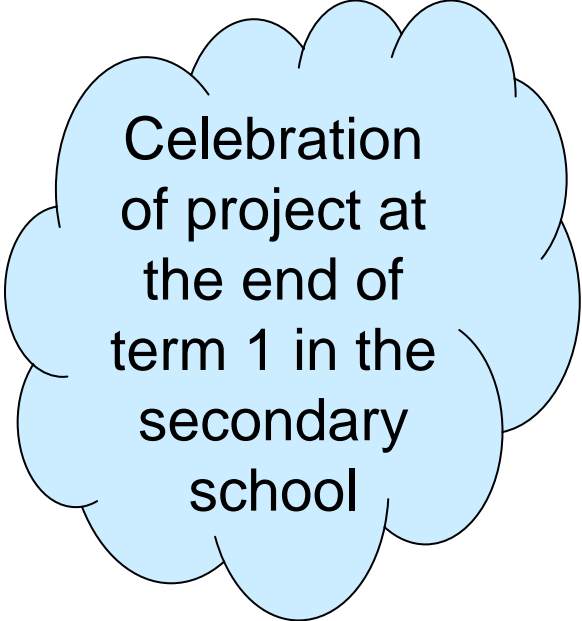
Manageable for  
primary staff



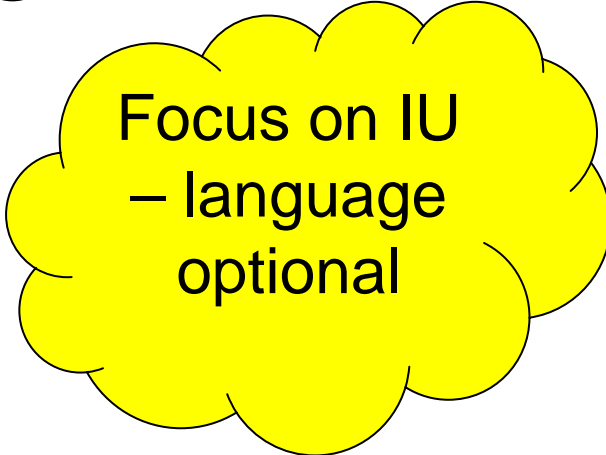
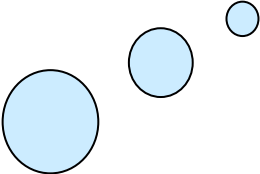
Provision of some  
resources for primary  
staff – don't have time  
for research  
themselves



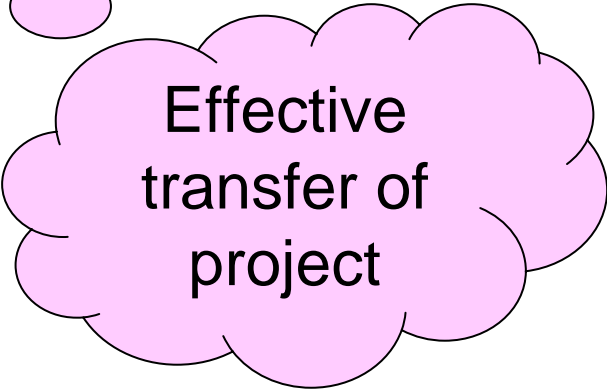
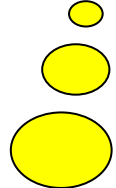
## Transition Project – Keys to Success



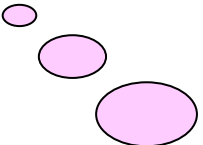
Celebration  
of project at  
the end of  
term 1 in the  
secondary  
school



Focus on IU  
– language  
optional



Effective  
transfer of  
project



## Contextual Clues – Language Detectives...

- Je dois prendre le train à la gare de Kings Cross à onze heures, sur la voie 9  $\frac{3}{4}$  , ajouta-t-il en regardant le billet que ..... lui avait donné.

Son oncle et sa tante l'observèrent avec des yeux ronds.

-La voie combien?

-9  $\frac{3}{4}$  .

-Ne dis pas de bêtises, dit l'oncle..... . La voie 9  $\frac{3}{4}$  n'existe pas.

# Term Two

## Harry Potter and the Philosopher's Stone

- Author/translators – personal information
- Main characters and relationships
- Descriptions and comparisons
- Weird creatures, body parts, description and illness
- Birthdays, presents and outings (past tense)
- Shopping
- Quidditch – rules, description and comparisons with other sports
- Range of end of unit possibilities – film review or poster/further clips and activities/ordering events/create a new shop for Diagon Alley/promotional leaflet or poster for Hogwarts/board game etc



# Range of Activities

- Past tense introduction (familiarisation with set phrases)
- Happy Families
- Find your partner
- Who am I?
- Excerpts from the book – starters/reading activities
- Running dictation
- Design your own Harry Potter monster
- Create your own magic potion
- Create your own rap/song - verbs
- Film clips and activities
- Memory games
- Mastermind
- Harry Potter Diary
- Currency and exchange rates
- Insult competition
- Diagon Alley shopping role play
- Quidditch Tournament??????

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tellement plongée  
dans mes rêves, que  
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irréguliers français...**

**Manchmal bin ich  
auch so in Träume  
versunken, dass  
ich an französische  
unregelmäßige  
Verben denke....**



# Term One

## The Diary of Anne Frank

- Context of the diary/Research skills
- Key personal and historical events (time lines)
- Birthdays/celebrations/memorable gifts
- Description – characteristics/comparisons/superlatives
- Laws concerning Jews – modal verbs
- Description – Annexe
- Daily life/rules/routines – Religion/Christmas/Hanukkah in hiding
- Discovery/Collaboration
- Legacy of the diary – global and historical impact
- Next year - Anne Frank Day – Assembly summer term - Diaries

# Range of Activities

- Research skills and presentations
- Pupils keep own diaries throughout the unit – speaking follow-up in pairs
- Working out who time lines belong to/creating their own
- Reading and listening activities from the diary
- Historical newspaper headlines
- Using images/photos as starters – eg German Troops marching down the CE
- Language detective work /Language Awareness– diary/websites etc
- Interview with Anne Frank
- Mastermind
- Make up their own house rules
- Match early birthday presents to famous people – make up own
- Write a description of Anne from the point of view of someone else in hiding
- Models of the annexe or a room in the annexe
- Virtual tour of the house – use of DVD from Anne Frank house
- Interviewing different members of staff about religious festivals
- Guess my religion – famous people
- Diary entries of famous people/professions – Who is it?
- Au Revoir Les Enfants/Life is Beautiful - extracts



# The Incredibles

- Profiles – asking and answering questions (past and present)
- Super powers – modals and conditional
- Costumes – adjectives and agreements
- Keeping fit – modals and negatives
- A sneak at the diary of ..... – past tense and daily routine
- Making the headlines – imperatives

Possible extras – Role plays – Spiderman meets Superman etc – Extended use of film clips – use of cartoon books – write in speech bubbles – create own film trailer – Create own super hero catch phrases

# Evaluating and Moving on ....

*Some of the challenges....*

Listening resources

Lesson preparation time

Staff knowledge

Ensure access for less able

*Some of the solutions.....*

Increase use of assistants for recording

Gets easier second time around!

Development of more support materials

# Pupil Voice...

I liked it because we learnt about history... I like history.

The boys really enjoyed the war side of it, like what England did and who was in power.

It's more fun this way... I don't like working with textbooks.

.....it's less complicated if you do the same thing in different lessons.

I like using my booklet.

I'd like to go to the Annexe with as many people as there were in there, to see how squishy it was.

I like the fact it's all one big topic.

She was so brave and I would love to write like her."

I liked comparing what we have to what she had... like for her birthday.

I'd like to make a presentation on what I have learnt with music and pictures.

# Where next?

Year 8



Year 9



(French/German SOW)

[languages@harwich.essex.sch.uk](mailto:languages@harwich.essex.sch.uk)

Examples and background

[www.cilt.org.uk](http://www.cilt.org.uk)

Secondary/Transition project